

**Arizona's Instrument to
Measure Standards
(AIMS)**

Grade 5

Writing, Reading, and Mathematics

Released Items

January 7, 2008

AIMS Grade 5 Released Items

As part of Superintendent Tom Horne's ongoing efforts to improve the communication of academic expectations, the Arizona Department of Education is releasing AIMS DPA Grades 3 through 8 writing, reading, and mathematics items to the public. This release is intended to provide students, parents, teachers, and the community with specific examples of the types of skills being assessed on the AIMS tests. The release begins with writing, followed by reading and mathematics, similar to the AIMS tests.

Included in this release is a previous writing prompt and directions used in the AIMS assessments. Following the writing prompt section are a reading passage, directions, and the items associated with the passage in the form of a mini-test. This passage and related items are from the 2005 and 2006 AIMS administrations. At the conclusion of the reading section, the individual items are presented again with the correct answers and statistical information about each item.

The final section consists of ten mathematics items from the 2006 and 2007 AIMS administrations in the form of a mini-test. At the conclusion of the mathematics section, the individual items are presented again with the correct answers and statistical information about each item.

The statistical information includes:

- 1) item identification number;
- 2) correct answer;
- 3) response probability (P-Value), which represents the percentage of students who answered the question correctly;
- 4) Rasch difficulty, which measures the difficulty of the item on a scale in which -3 indicates a very easy item and +3 indicates an extremely difficult item; and
- 5) performance objective that the item aligns to in the 2003 standards.

The items are reproductions of the actual items as they appeared on the AIMS tests. If you have any questions, please contact Frank Brashear, Director of Test & Item Development, at (602) 542-5031.

WRITING

WRITING

Writing

Directions:

Read the writing prompt below. Use the next page for your prewriting and planning. Then write your draft on pages 6 and 7.

There is a knock at the door. You open the door and are quite surprised to discover an unusual creature.

Write a story about this experience and what happens next.

Your writing should:

- have a story line with a clear sequence
- use descriptive words and phrases
- have well-developed characters
- describe the setting

Remember to edit for spelling, grammar, punctuation, and capitalization.

Go On 

WRITING

DIRECTIONS:

Use the prewriting and planning space below for notes, lists, webs, outlines, and anything else that might help you plan your writing.

Prewriting and Planning

Go On 

DIRECTIONS:

Now you are going to revise your draft. Read your draft, then use the questions in the Writer's Checklist as a guide to make your changes. Check each box if you can answer "yes" to that question.

Writer's Checklist

Are my ideas clear?

Does my writing have words that make it interesting?

Does my writing have a clear beginning, middle, and ending?

Does my writing sound right and make sense?

Did I edit for capital letters?

Did I edit for correct punctuation?

Did I edit for correct spelling?

If you left any box in the checklist blank, think about ways to make your writing better.

DIRECTIONS:

For each box you did not check, make a change on your draft. Then write your final version in your Test Book /Answer Document.



READING

Directions:

Read the passage. Then answer Numbers 1 through 7.

LEXILE: 700 L

Mystery at Madison Middle School

"It's February!" Mike shouted excitedly as class began, and everyone began to cheer.

Mrs. McTavish smiled at her students. "I hope we get things done on time. I will need your help, of course. You'll have to keep our room extra neat so that I don't have to straighten up after school."

"What's happening?" Rosalinda whispered to Nina. Rosalinda had just moved from another school and had only been in Mrs. McTavish's class for two weeks. She never said much and seemed a bit uncomfortable.

"Well, you see, Rosalinda, each year . . ." Mrs. McTavish began.

"Wait a minute!" Mike insisted. "Why don't we let it be a surprise?" he exclaimed joyfully.

"Oh yes!" Nina agreed. "Rosalinda will have a mystery to solve. She can ask us questions for clues, but nobody can tell her what's happening. If she hasn't guessed, she will find out the last Friday of this month."

Mrs. McTavish, after glancing at Rosalinda for approval, agreed to the plan. "Everyone go home and write out some clues," she told the class. "Bring them in tomorrow so that Rosalinda may begin solving the mystery. Each day she may ask one student for a piece of information about him or her, and she may ask for one clue."

The next day, at the beginning of class,

Mrs. McTavish said, "Well, Rosalinda, whom are you going to ask for a clue?"

Rosalinda smiled shyly and looked at Nina, the only girl in class she'd really spoken to. "Do you have any brothers or sisters? What's your clue?"

"I have one younger sister. My clue is this: Some people that you see every day are not what they seem to be." Rosalinda looked puzzled but wrote down the clue.

The next morning, Rosalinda got to ask again. "Ask me! Ask me!" Mike shouted. "I've got a great clue."

"Okay, Mike," she said timidly, "What's your favorite subject, and what's your clue?"

"I like reading," he said, "and my clue is this: Everyone in school will agree that the auditorium is under lock and key."

Mrs. McTavish applauded. "Great, Mike, you even made it rhyme."

Day after day, Rosalinda learned about her classmates and collected clues.

By the last Friday of February, everyone was very excited. "I've got a great clue!" Tamara called. Everyone crowded around Rosalinda.

"Tamara," Rosalinda said quietly, "what's your favorite food?" Actually, Rosalinda already knew the answer to this question because she'd been talking to Tamara and several of her new friends at lunch. "And what's your clue?"

"I love pizza. The clue is: You need to practice singing a song. The chorus always goes on and on," Tamara announced.

"I think it's a concert," Rosalinda guessed.

"You're so close," Tamara grinned, "but wait and see! Can we go to the auditorium now, Mrs. McTavish?"

In the auditorium, students were talking excitedly and pointing at the stage. "What is it going to be this year?" they asked each other.

Rosalinda sat between Nina and Tamara. Suddenly, music started and the students were instantly quiet. The curtain slowly

moved aside. Mrs. McTavish stood in the middle of the stage dressed in rags, with gray soot smeared on her face. Behind her was a cardboard fireplace. "Oh dear," she said, "I think I hear my stepmother and stepsisters coming down the hall."

Principal Hartgrave, Miss Phelps, and Mrs. Jones marched onstage, all wearing long, flowing dresses.

"This happens every year," Tamara whispered to Rosalinda. "The teachers and staff put on a play for us."

Rosalinda grinned. "Cinderella" had always been one of her favorite stories. The mystery was solved, and she was happy at her new school.

1. Why does Mrs. McTavish allow Rosalinda to ask one question of the students as they give their clues?

- A** The students will feel a part of the mystery.
- B** Rosalinda can learn about her new classmates.
- C** The students are trying to get a part in the play.
- D** Mrs. McTavish wants to know more about the students.

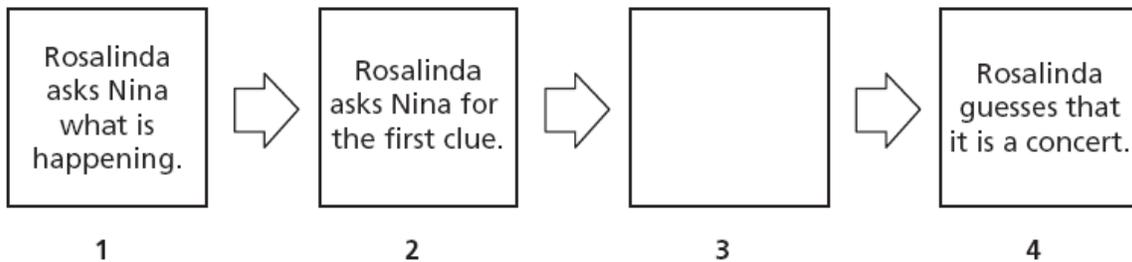
2. Who is the major character in the passage?

- A** Tamara
- B** Rosalinda
- C** Miss Phelps
- D** Principal Hartgrave

Go On 

- 3.** Which word **best** describes Mike?
- A** athletic
 - B** clumsy
 - C** confident
 - D** lazy
- 4.** What is the **most** important idea that the author wants the reader to believe about Mrs. McTavish?
- A** She enjoys solving mysteries.
 - B** She likes acting in the staff play.
 - C** She wants students to feel welcome.
 - D** She has always wanted to be Cinderella.

- 5.** Look at the graphic organizer.



Which of these sentences belongs in box 3?

- A** Nina says that some people are not what they seem to be.
- B** Mrs. McTavish asks the students to help keep the room clean.
- C** Principal Hartgrave, Miss Phelps, and Mrs. Jones march onstage.
- D** Mrs. McTavish says that she hears her stepmother and stepsister.

Go On 

6. How does Rosalinda feel by the end of the passage?

- A** accepted
- B** confused
- C** disappointed
- D** educated

7. This passage is an example of which genre?

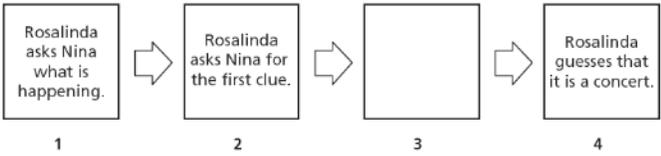
- A** fantasy
- B** adventure
- C** science fiction
- D** realistic fiction



AIMS Grade 5 Released Items

Item	Reading Item Data								
1	Item Number	3301129	Correct Answer	B	P-Value	.67	Equated Rasch Value	0.0588	
	2003 Reading Standard Alignment is Strand 1 – Concept 6 – Performance Objective 6								
	<p>Why does Mrs. McTavish allow Rosalinda to ask one question of the students as they give their clues?</p> <p>A The students will feel a part of the mystery.</p> <p>B Rosalinda can learn about her new classmates.</p> <p>C The students are trying to get a part in the play.</p> <p>D Mrs. McTavish wants to know more about the students.</p>								
2	Reading Item Data								
	Item Number	3301132	Correct Answer	B	P-Value	.87	Equated Rasch Value	-1.3280	
	2003 Reading Standard Alignment is Strand 2 – Concept 1 – Performance Objective 3								
<p>Who is the major character in the passage?</p> <p>A Tamara</p> <p>B Rosalinda</p> <p>C Miss Phelps</p> <p>D Principal Hartgrave</p>									
3	Reading Item Data								
	Item Number	3301138	Correct Answer	C	P-Value	.76	Equated Rasch Value	-0.3839	
	2003 Reading Standard Alignment is Strand 2 – Concept 1 – Performance Objective 4								
<p>Which word best describes Mike?</p> <p>A athletic</p> <p>B clumsy</p> <p>C confident</p> <p>D lazy</p>									

AIMS Grade 5 Released Items

4	Reading Item Data							
	Item Number	3301136	Correct Answer	C	P-Value	.59	Equated Rasch Value	0.5589
	2003 Reading Standard Alignment is Strand 2 – Concept 1 – Performance Objective 7							
<p>What is the most important idea that the author wants the reader to believe about Mrs. McTavish?</p> <p>A She enjoys solving mysteries.</p> <p>B She likes acting in the staff play.</p> <p>C She wants students to feel welcome.</p> <p>D She has always wanted to be Cinderella.</p>								
5	Reading Item Data							
	Item Number	3301126	Correct Answer	A	P-Value	.73	Equated Rasch Value	-0.2484
	2003 Reading Standard Alignment is Strand 1 – Concept 6 – Performance Objective 4							
<p>Look at the graphic organizer.</p>  <pre> graph LR 1["Rosalinda asks Nina what is happening."] --> 2["Rosalinda asks Nina for the first clue."] 2 --> 3[" "] 3 --> 4["Rosalinda guesses that it is a concert."] </pre> <p>Which of these sentences belongs in box 3?</p> <p>A Nina says that some people are not what they seem to be.</p> <p>B Mrs. McTavish asks the students to help keep the room clean.</p> <p>C Principal Hartgrave, Miss Phelps, and Mrs. Jones march onstage.</p> <p>D Mrs. McTavish says that she hears her stepmother and stepsister.</p>								
6	Reading Item Data							
	Item Number	3301139	Correct Answer	A	P-Value	.74	Equated Rasch Value	-0.4115
	2003 Reading Standard Alignment is Strand 1 – Concept 6 – Performance Objective 6							
<p>How does Rosalinda feel by the end of the passage?</p> <p>A accepted</p> <p>B confused</p> <p>C disappointed</p> <p>D educated</p>								

AIMS Grade 5 Released Items

Reading Item Data								
7	Item Number	3301128	Correct Answer	D	P-Value	.50	Equated Rasch Value	0.9637
	2003 Reading Standard Alignment is Strand 2 – Concept 1 – Performance Objective 9							
<p>This passage is an example of which genre?</p> <p>A fantasy</p> <p>B adventure</p> <p>C science fiction</p> <p>D realistic fiction</p>								

MATHEMATICS

Mathematics

DIRECTIONS: Read each question and choose the best answer.

1. Which of these shows $\frac{24}{48}$ expressed in lowest terms?
- A $\frac{1}{3}$
- B $\frac{1}{2}$
- C $\frac{6}{12}$
- D $\frac{12}{24}$
2. The total cost of 4 baseballs was \$12. Which number sentence could be used to determine the cost, B , of each baseball?
- A $4 \times 12 = B$
- B $4 + B = 12$
- C $12 - B = 4$
- D $12 \div 4 = B$

Go On 

- 3.** Jeff used the same rule to change each number in Column A to a different number in Column B.

Column A		Column B
24	→	8
60	→	20
15	→	5
36	→	12

Which of the following could be the rule Jeff used?

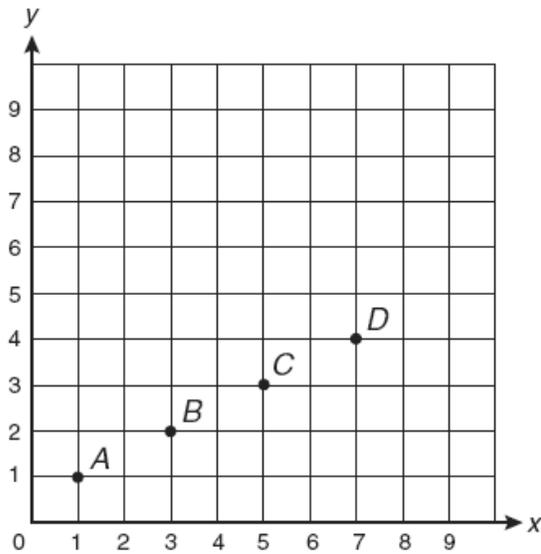
- A** Subtract 16.
 - B** Subtract 10.
 - C** Divide by 3.
 - D** Divide by 4.
- 4.** What is the value of the expression below when $R = 1.05$?

$$8 \times R$$

- A** 0.84
- B** 8.4
- C** 84
- D** 840

Go On 

5. What is the ordered pair for the location of point *B* on the coordinate grid?



- A (2, 3)
 - B (3, 2)
 - C (5, 3)
 - D (7, 4)
6. Which value for *R* makes the number sentence below true?

$$R \div 14 = 32$$

- A 8
- B 18
- C 56
- D 448

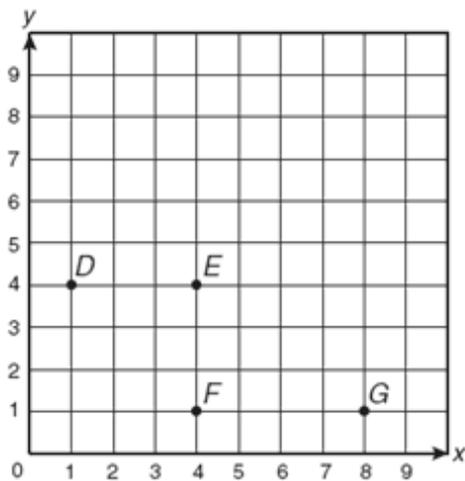
Go On 

7. Jessica has a number machine that uses a rule to change numbers as shown below.

In	→	Out
105	→	90
95	→	80
70	→	55
60	→	45

Which of these could be the rule Jessica's machine uses?

- A Add 10.
 - B Add 15.
 - C Subtract 10.
 - D Subtract 15.
8. Look at the coordinate grid below.



What ordered pair is the location of point F?

- A (1, 4)
- B (4, 1)
- C (4, 4)
- D (8, 1)

Go On 

9. Which value for N makes the number sentence below true?

$$72 \times N = 1,728$$

- = 24
- = 29
- = 1,659
- = 1,800

10. Ashley uses a rule to change each number in Column A to a different number in Column B. The table below shows how the numbers change.

Column A		Column B
7	→	28
10	→	31
20	→	41
24	→	45

Which of these could be the rule Ashley uses?

- A** Add 21.
- Subtract 4.
- Divide by 2.
- Multiply by 4.

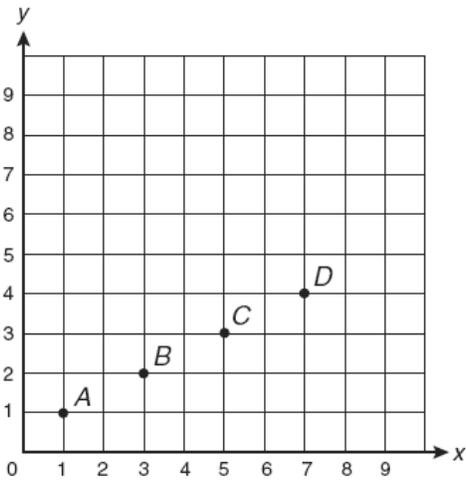


AIMS Grade 5 Released Items

Item	Mathematics Item Data																						
1	Item Number	3301841	Correct Answer	B	P-Value	.55	Equated Rasch Value	0.7871															
	2003 Mathematics Standard Alignment is Strand 1 – Concept 2 – Performance Objective 10																						
<p>Which of these shows $\frac{24}{48}$ expressed in lowest terms?</p> <p>A $\frac{1}{3}$</p> <p>B $\frac{1}{2}$</p> <p>C $\frac{6}{12}$</p> <p>D $\frac{12}{24}$</p>																							
2	Item Number	3140601	Correct Answer	D	P-Value	.54	Equated Rasch Value	1.3998															
	2003 Mathematics Standard Alignment is Strand 3 – Concept 3 – Performance Objective 2																						
<p>The total cost of 4 baseballs was \$12. Which number sentence could be used to determine the cost, B, of each baseball?</p> <p>A $4 \times 12 = B$</p> <p>B $4 + B = 12$</p> <p>C $12 - B = 4$</p> <p>D $12 \div 4 = B$</p>																							
3	Item Number	3140605	Correct Answer	C	P-Value	.71	Equated Rasch Value	0.0360															
	2003 Mathematics Standard Alignment is Strand 3 – Concept 2 – Performance Objective 1																						
<p>Jeff used the same rule to change each number in Column A to a different number in Column B.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Column A</th> <th></th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>→</td> <td>8</td> </tr> <tr> <td>60</td> <td>→</td> <td>20</td> </tr> <tr> <td>15</td> <td>→</td> <td>5</td> </tr> <tr> <td>36</td> <td>→</td> <td>12</td> </tr> </tbody> </table> <p>Which of the following could be the rule Jeff used?</p> <p>A Subtract 16.</p> <p>B Subtract 10.</p> <p>C Divide by 3.</p> <p>D Divide by 4.</p>									Column A		Column B	24	→	8	60	→	20	15	→	5	36	→	12
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AIMS Grade 5 Released Items

4	Item Number	3282175	Correct Answer	B	P-Value	.60	Equated Rasch Value	0.6741
	2003 Mathematics Standard Alignment is Strand 3 – Concept 3 – Performance Objective 3							
<p>What is the value of the expression below when $R = 1.05$?</p> $8 \times R$ <p>A 0.84 B 8.4 C 84 D 840</p>								

5	Item Number	3281860	Correct Answer	B	P-Value	.73	Equated Rasch Value	0.0234
	2003 Mathematics Standard Alignment is Strand 4 – Concept 3 – Performance Objective 1							
<p>What is the ordered pair for the location of point B on the coordinate grid?</p>  <p>A (2, 3) B (3, 2) C (5, 3) D (7, 4)</p>								

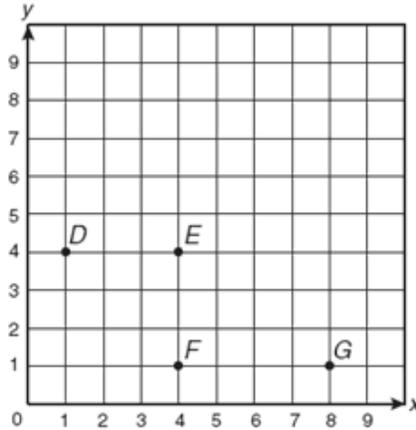
AIMS Grade 5 Released Items

6	Item Number	3282197	Correct Answer	D	P-Value	.52	Equated Rasch Value	1.3085																	
	2003 Mathematics Standard Alignment is Strand 3 – Concept 3 – Performance Objective 3																								
<p>Which value for R makes the number sentence below true?</p> $R \div 14 = 32$ <p>A 8 B 18 C 56 D 448</p>																									
7	Item Number	3282160	Correct Answer	D	P-Value	.72	Equated Rasch Value	-0.0804																	
	2003 Mathematics Standard Alignment is Strand 3 – Concept 2 – Performance Objective 1																								
<p>Jessica has a number machine that uses a rule to change numbers as shown below.</p> <table style="margin: auto;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">In</td> <td style="padding: 0 10px;">→</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Out</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">105</td> <td style="padding: 0 10px;">→</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">90</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">95</td> <td style="padding: 0 10px;">→</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">80</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">70</td> <td style="padding: 0 10px;">→</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">55</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">60</td> <td style="padding: 0 10px;">→</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">45</td> </tr> </table> <p>Which of these could be the rule Jessica’s machine uses?</p> <p>A Add 10. B Add 15. C Subtract 10. D Subtract 15.</p>											In	→	Out	105	→	90	95	→	80	70	→	55	60	→	45
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AIMS Grade 5 Released Items

8	Item Number	3280466	Correct Answer	B	P-Value	.68	Equated Rasch Value	0.1202		
	2003 Mathematics Standard Alignment is Strand 4 – Concept 3 – Performance Objective 1									

Look at the coordinate grid below.



What ordered pair is the location of point *F*?

- A (1, 4)
- B (4, 1)
- C (4, 4)
- D (8, 1)

9	Item Number	3282199	Correct Answer	A	P-Value	.63	Equated Rasch Value	0.6455		
	2003 Mathematics Standard Alignment is Strand 3 – Concept 3 – Performance Objective 3									

Which value for *N* makes the number sentence below true?

$$2 \times N = 1,728$$

- A
- B
- C 9
- D $N = 1,800$

AIMS Grade 5 Released Items

10

Item Number	3282164	Correct Answer	A	P-Value	.73	Equated Rasch Value	0.0187
2003 Mathematics Standard Alignment is Strand 3 – Concept 2 – Performance Objective 1							

Ashley uses a rule to change each number in Column A to a different number in Column B. The table below shows how the numbers change.

Column A		Column B
7	→	28
10	→	31
20	→	41
24	→	45

Which of these could be the rule Ashley uses?

- A** Add 21.
- B** Subtract 4.
- C** Divide by 2.
- D** Multiply by 4.